WASHINGTON STATE UNIVERSITY

Office of the Dean
College of Education

May 29, 2009

Judy Smith
Program Specialist
Professional Education and Certification
Office of the State Superintendent
Of Public Instruction
Old Capitol Building
600 Washington St. SE
Olympia, WA 98504-7200

Dear Judy:

You requested a letter from the PEAB chair(s) regarding the PEAB's involvement in reviewing, revising, and providing recommendations to the program (WSU Teacher Education Program) related to Standard V. We have provided an overview below outlining how the WSU Teacher PEAB has been involved with reviewing and revising the program related to Standard V:

May 2007: Reviewed proposed Standard V and discussed implications for program.
September 2007: Reviewed approved Standard V and discussed recommendations with program faculty for implementation. Provided recommendations.
December 2007: Program provided update to PEAB on aligning course work and experiences with the new Standard V. Reviewed the rubric for the Positive Impact on Student Learning signature assignment/assessment with a focus on student-based evidence. Gave recommendations to program for revising/clarifying rubric.
May 2008: Program provided update to PEAB on moving toward full implementation of Standard V, in particular the revision of the program from a "teaching paradigm" to a "learning paradigm." Program presented ideas for obtaining student-based evidence during student teaching and for the Positive Impact on Student Learning signature assignment/assessment using a flip camera; pros/cons discussed. The alignment of the PPA and Standard V was discussed, and the implications for student teaching. P-12 Teachers and Principals will need training on Standard V. PEAB members conducted an evaluation of the student-based evidence student teachers collected spring 2008 using the revised rubric for the Positive Impact on Student Learning signature assignment/assessment. Gave feedback and recommendations to program for clarifying assignment and revising the rubric. David Greenwood (program faculty) presented to PEAB on sustainability. PEAB discussed ideas for integrating sustainability concepts into the program, as well as P-12 curriculum.
November 2008: Program reported progress on aligning program elements with Standard V. One difficulty is that the program will be evaluated during accreditation on the old Standard V, so they need to concentrate on that. But at the same time the faculty

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want to move forward with aligning the program with the new Standard V. This conflict may cause delays in full implementation. Two areas were identified as needed more work: integration of technology and global sustainability. Point: different levels of technology in K-12 schools so cannot assume technology will be available. Another point: many P-12 schools not addressing sustainability due to many factors so will student teachers get opportunities to teach sustainability? PEAB recommended that more environmental education be integrated into our science courses and into P-12 science curriculum. PEAB participated in an activity reviewing the Positive Impact on Student Learning signature assignment/assessment, with a focus on student-based evidence.
May 2009: After a brief overview by the program of what they perceive to be student-based evidence as well as student communication/voice, PEAB members participated in a small group activity during which they discussed how to teach WSU students to collect and analyze student-based evidence, where in the program the key instruction would occur, and what types of student-based evidence and student communication would be most powerful. The results of this activity will be summarized and shared with program faculty during their fall 2009 retreat in August.
Program faculty and PEAB also discussed the definitions and meanings of aesthetic reasoning, mathematical reasoning/literacy/inquiry, and scientific literacy/inquiry. A brief overview of the points discussed includes:

PEAB recommended criteria for:

1. *Aesthetic reasoning*

- Appreciate the "why" behind the appreciation
- First understand the rules of the discipline
- Once the rules are understood, they can be intentionally broken for different effects
- Understand the attributes of the discipline – get at the feelings and emotions produced by the discipline
- Attributes help guide the direction of endeavor – something you feel creates the opportunity for aesthetic reasoning
  This is possible in a discipline such as mathematics. To arrive at the pleasure of mathematics one would seek:
- Ability to reason about the rationale
- Reasoning behind the emotional reaction

2. *Aesthetic Reasoning Summary*

- Appreciate an aspect of the discipline, with understanding of why
- Understand attributes of the field
- Participate in the creative act
- Rules c attributes c product
- Gets at feeling, emotions
- Creative pleasure
- Reasoning behind the emotional reaction
- Accept/recognize the subjectivity involved

3. *Mathematical Reasoning Assumes Using Quantitative Information*

- For decision making
- For making inferences
- For authentic purposes
  Qualities:

- Persistence (analyze errors)
- Critical reading skills
- Inferential reading
  The overall goal is to make sense of real situations through critical analysis of quantitative data.

4. *During the August Department faculty retreat, more discussions of these terms and how to operationalize them related to teacher-based and student-based evidence will occur. The goal will be to arrive at common definitions of terms, and agreement on what evidence would be appropriate. It was noted that to reliably and validly assess students in these areas, common and agreed-upon definitions must be available and understood by all. Currently there are multiple definitions in the research literature about what these terms mean.*

Should you need more details regarding any of these PEAB meetings, the full minutes are available. Thank you.

Sincerely,

Debbie Handy
WSU Teacher PEAB Co-Chair

Dennis Griner,
WSU Teacher PEAB Co-Chair